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| THE SANDERS DRAPER SCHOOL AND SPECIALIST SCIENCE COLLEGE: Art & Design | | | | | | | | | | | | | |
| **UNIT No: 3** | **TERM: 2009-10** | | | **PROJECT TITLE: Under The Sea** | | | | | **LENGTH: 15hrs** | | | **GROUP: Yr 8** | |
| **KNOWLEDGE and UNDERSTANDING (with regard to providing effective learning opportunities for all pupils):**  Skills Area: Textiles  Historical & Cultural Studies: Art of ASIA | | | | | | | | | **PRACTICES and PROCESSES (including ICT):** | | | | |
| Line  Tone  Colour  Pattern  Texture  Shape  Form  Space | ART  CRAFT  DESIGN  2D  3D  Individual work  Paired work  Group work | | | Drawing  Painting  Collage  Textiles  Digital Media/ICT  Sculpture  Printmaking  Ceramics |
| **YEAR 8 Schemes of Work**  **UNIT No: 1**  Skills Area: Drawing and Painting  Historical & Cultural Studies: Art of NORTH AMERICA  **UNIT No: 2**  Skills Area: Clay  Historical & Cultural Studies: Art of SOUTH AMERICA  **UNIT No: 3**  Skills Area: Textiles  Historical & Cultural Studies: Art of ASIA | | | | | | | | |
| **KEY PROCESSES - Pupils should learn how to:** | | | | | | | | | | | | | |
| **Explore and create**   1. develop ideas and intentions by working from first-hand observation, experience, inspiration, imagination and other sources 2. investigate how to express and realise ideas using formal elements and the qualities of a range of media 3. make purposeful images and artefacts, selecting from a range of materials, techniques and processes 4. draw to express perception and invention, to communicate feelings, experiences and ideas, and for pleasure 5. explore and develop ideas using sketchbooks, journals and other appropriate strategies. | | | | | | **Understand and evaluate**   1. use research and investigative skills appropriate to art, craft and design 2. appreciate how codes and conventions are used to convey ideas and meanings in and between different cultures and contexts 3. reflect on and evaluate their own and others’ work, adapting and refining their own images and artefacts at all stages of the creative process 4. analyse, select and question critically, making reasoned choices when developing personal work 5. develop ideas and intentions when creating images and artefacts 6. organise and present their own material and information in appropriate forms. | | | | | | | |
| **TEACHING ACTIVITY – *Make reference to the following KS4 Assessment Objectives when describing KS3 activities:***   1. Developing ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding 2. Refining ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes 3. Recording ideas, observations and insights relevant to intentions in visual and/or other forms 4. Presenting a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements | | **STAGE No.1** | **STAGE No.2** | | **STAGE No.3** | | **STAGE No.4** | **STAGE No.5** | | | **STAGE No.6** | | |
| **KS4 ASSESSMENT**  **OBJECTIVE: 1, 3** | **KS4 ASSESSMENT**  **OBJECTIVE: 2, 3** | | **KS4 ASSESSMENT**  **OBJECTIVE: 1, 2, 3** | | **KS4 ASSESSMENT**  **OBJECTIVE: 2, 3, 4** | **KS4 ASSESSMENT**  **OBJECTIVE: 2, 4** | | | **KS4 ASSESSMENT**  **OBJECTIVE: ALL** | | |
| * Introduction Page: The Art of ASIA. * Research Page: The Art of JAPAN. | * The Sea: Mark-making and use of colour to create texture with coloured pencils, felt-tip pens, oil pastels and paint. | | * Colour-mixing to create Primary, Secondary and Tertiary colour wheels using coloured pencils. * Design of decorative fish scales based on research – fish and shells. * Design of Koi kites. | | * Learning to sew: Running stitch, Backstitch, Couching, Cross-stitch. * Creation of decorative fish scales using textiles materials and sewing techniques. | * Batik decoration of water pattern background. * Fabricfun decoration of fish’s head, fins and tail. * Completion of Koi Nobori “kites”. | | | * Annotation and Evaluation | | |
| **SUBJECT-SPECIFIC SKILLS** | | Drawing from observation and imagination, composition. | Drawing with a range of media, Painting – colour-mixing and brushwork technique. | | Drawing – colour-mixing and colour theory, from Observation and Imagination, Pattern – symmetry. | | Basic sewing skills, threading a needle, knotting a thread, sewing stitches, embroidery stitches, Appliqué. | Use of Batik (Hot Wax Resist), Fabricfun decoration, use of a sewing machine. | | |  | | |
| **USE OF ICT** | | Research into the Art of ASIA and, specifically, JAPAN. Use of www.theartdept. wikispaces.com for information on WORLD ART and support with skills. | Use of www.theartdept. wikispaces.com for support with PAINTING. | |  | | Use of www.theartdept. wikispaces.com for information about TEXTILES and support with SEWING. | Use of www.theartdept. wikispaces.com for information about TEXTILES and support with SEWING. | | |  | | |
| **LANGUAGE for LEARNING** | |  |  | |  | |  |  | | |  | | |
| **Resources** | | Sketchbooks; Coloured Pencils; Images of WORLD ART | Sketchbooks; Coloured pencils; felt-tip pens; oil pastels and paint; painting equipment | | Sketchbooks; Gridded A4 sheets; coloured pencils; Images from UNDER THE SEA; Gridded A3 sheets; A3 paper | | Sketchbooks; Chenille needles; Sharps needles; embroidery threads; sewing threads; L/H and R/H scissors; Pipe cleaners; decorative threads; fish-scale templates; Felt; fabrics; sequins; beads; glitters; fabric paints; painting equipment; PVA glue and spreaders | Sketchbooks; A3 white cotton fabric; Batik equipment; A3 sugar paper; Fabric dyes; painting equipment; Fabricfun crayons; Dry Irons; newsprint | | | Sketchbooks. | | |
| **EVALUATION and ASSESSMENT (Pupil and Teacher)** | |  |  | |  | |  |  | | |  | | |
| **HOMEWORKS** | | * Complete title page. * Complete title page. | * Hokusai: selection of work – copy in colour onto A4. * Under The Sea: colour scene. | | * My Visit to the London Sea-Life Centre. * Koi Nobori facts and picture. | | * Koi fish legend. |  | | |  | | |
| **KEY STAGE 3**  **Programme of Study** | |  | | | | | | | | | | | |
| SUCCESS CRITERIA  **Some pupils will not have made much progress and will have achieved:**  **Level 3** | **Pupils can use a few approaches to explore and experiment with ideas, information and resources in order to develop their intentions. They develop some practical skills and use different materials and processes when designing and making. They compare and comment on differing ideas, methods and approaches used by artists, craftspeople and designers, making basic connections to the contexts in which the work was made. They discuss their own work and that of others and consider how they might improve their ideas, skills and processes.**  **TEXTILES**  Level descriptors in progress  **IMAGINATION**  **Pupils can** come up with their own imaginative ideas.  **They can** use images from the world around them to inspire their creativity.  **HISTORICAL & CULTURAL STUDIES**  **Pupils can** research useful information about a topic by looking at books, CDRoms, the Internet and other sources.  **They can also** use tell others about what they have learnt. | | | | | | | | | | | | |
| **SUCCESS CRITERIA**  **Most pupils will have made progress and will have achieved:**  **Level 4** | **Pupils use a variety of approaches to explore and experiment with ideas, information and resources in order to develop their intentions. They investigate and develop a range of practical skills and use the qualities of materials and processes purposefully to suit their intentions when designing and making. They compare and comment on differing ideas, methods and approaches used by artists, craftspeople and designers, relating these to the contexts in which the work was made. They discuss their own work and that of others and consider how they might adapt and refine their ideas, skills and processes.**  **TEXTILES**  Level descriptors in progress  **IMAGINATION**  **Pupils can** come up with their own interesting and imaginative ideas.  **They can** use images from the world around them to inspire their creativity.  **HISTORICAL & CULTURAL STUDIES**  **Pupils can** use research from books, CDRoms, the Internet and other sources to talk and write about art, craft & design from different times and places.  **They can also** use a range of subject-specific keywords. | | | | | | | | | | | | |
| **SUCCESS CRITERIA**  **Some pupils will have progressed**  **further and will have achieved:**  **Level 5** | **Pupils take some creative risks when exploring, experimenting and responding to ideas and selecting information and resources in order to develop their work. When designing and making, they develop and use their technical knowledge and skills to manipulate the qualities of materials, processes and the formal elements appropriately. They consider and discuss the ideas, methods and approaches that are used by artists, craftspeople and designers, relating these to both context and purpose. They evaluate their own work and that of others, reflecting on their own view of its purpose and meaning. They are able to adapt and refine their ideas, processes and intentions.**  **TEXTILES**  Level descriptors in progress  **IMAGINATION**  **Pupils can** come up with their own imaginative ideas that are creative and original because they have thought carefully about want they want to express.  **They can** choose and use objects, people and places in the world around them for their artistic inspiration.  **HISTORICAL & CULTURAL STUDIES**  **Pupils can** choose the most relevant points from books, CD-ROMs, the Internet or other sources of research to help them when talking and writing about art, craft and design.  **They can** communicate facts, compare art, craft and design, and make useful comments about their own work and the work of others. | | | | | | | | | | | | |
| **SUCCESS CRITERIA**  **Some pupils will have progressed**  **further and will have achieved:**  **Level 6** | **Pupils accept creative risks, exploring and experimenting with ideas independently and inventively and using a range of appropriate resources imaginatively to develop, design and make work. They apply their technical knowledge and skills to realise their intentions, using the qualities of materials, processes and the formal elements effectively. They interpret and explain how ideas and meanings are conveyed by artists, craftspeople and designers, recognising the varied characteristics of different historical, social and cultural contexts. They provide a reasoned evaluation of the purpose and meaning of their own work and that of others. They use their critical understanding to develop their own views and practice.**  **TEXTILES**  Level descriptors in progress  **IMAGINATION**  **Pupils can** come up with imaginative ideas that are creative, exciting and original because they have thought carefully about want they want to express.  **They can** gain artistic inspiration by exploring the world around them for support with their ideas and experiments.  **They can** develop their different designs by making decisions about their work as they go along  **HISTORICAL & CULTURAL STUDIES**  **Pupils can** investigate chosen topics by using books, CD-ROMs, the Internet and other sources of research to develop their wider CONTEXTUAL knowledge of art, craft and design.  **They can** compare art, craft and design from different times and places using information and HYPOTHESIS.  **They can** make critical judgements about their own work and the work of others. | | | | | | | | | | | | |